

What's a Carnegie Unit?

Why Measures Matter

In 1908, the nation's colleges and universities began to require students to have a certain number of credits in particular subjects for admission to college. These credit hours, or "Carnegie Units" represented 120-180 hours of instruction or the number of hours a student sat in a high school class (seat time). This unit of measurement provided the basis for teacher pay and pensions. One hundred years later, the nation's school credit system is still largely dictated by the clock. In Ohio, 120 contact hours = 1 high school credit.

While useful for management purposes, the value of **seat time as an accurate measure of student learning is limited**. Today, students live, learn and work in an increasingly technological and global age. They will be expected to be creative and innovative and to solve complex problems. Credit flexibility is intended to support preparation and motivate learning.

Credit flexibility allows:

- Access to more learning resources;
- Customization around individual student needs; and
- Use of multiple measures of learning.

What Do You Think?

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Credit Flexibility

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Ohio's Proposed Plan

for

Credit Flexibility



What's Driving Credit Flexibility?

SB 311 Charge

Senate Bill 311 (also known as Ohio Core) requires the State Board of Education to adopt a plan by March 31, 2009, that enables “students to earn units of high school credit based on a demonstration of subject area competency, instead of or in combination with completing hours of classroom instruction.”* Once the plan is adopted, schools will begin phasing in their provisions for the 2009-2010 school year. The law will allow students to:

- Show what they know and move on to content they're ready to learn; and
- Learn subject matter for credit in ways not limited solely to seat time or the walls of a school building.

What Does It Mean?

Benefits to Students

The flexible routes to accumulating high school credit will make it possible for students to own and customize learning through increased opportunities for real-world experiences that relate to their interests and career aspirations.

Students may earn credits by:

- Completing coursework;
- Testing out of or demonstrating mastery of course content; or
- Pursuing one or more “educational options” (for example, distance learning, educational travel, independent study, an internship, after-school/tutorial program, community service or engagement project and extracurricular activities, such as music, arts and/or sports).

*Applies only to students earning high school credit.



What's Being Proposed?

Plan Elements

Elements of the proposed plan under consideration by the State Board include:

- Any student capable of meeting the conditions necessary to earn credit flexibility would be eligible under this provision;
- Schools and students would pre-identify and agree on the learning outcomes and measures of success;
- Teachers could use a multi-disciplinary team, a professional panel or a performance-based assessment to determine what learning has occurred;

- Credits earned through this alternative means would be reflected on students' high school transcripts, like any other class;
- Local boards of education would adopt local policy for flexible credit and communicate this provision annually to parents and students;
- The Ohio Department of Education would work with school districts wishing to pioneer these alternative options to build system capacity;
- The state would encourage the development of regional learning opportunities tied to local economic development; and
- Web communications featuring research and support for interested parties would be established.

Need More Information?

Visit the Web

Take the survey and provide feedback on the plan.

Watch the videos and discover what learning can look like under this provision.

Find out how the plan was developed.



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